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RESEARCH ARTICLE

SOCIAL MEDIA NETWORKING AND SELF-ESTEEM AMONG JUNIOR HIGH SCHOOL STUDENTS

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Abstract

In the digital era, the influence of social networking on junior high school students is a matter of growing interest and concern. This study aimed to investigate the extent of social networking and its relationship with self-esteem among junior high school students in Cordon, Isabela, for the School Year 2023-2024. The research employed a descriptive-correlational design, gathering data from 359 students using the Social Networking Usage Questionnaire and the Rosenberg Self-Esteem Scale. Results revealed extensive social networking usage for various purposes, highlighting its role in communication, information sharing, and academic collaboration. Additionally, the study unveiled nuanced levels of self-esteem among respondents, with both positive and negative self-evaluations present. Correlational analysis showed diverse associations between social networking behaviors and dimensions of self-esteem, emphasizing the complex interplay between online activities and self-perception. These findings underscore the need for holistic approaches integrating digital literacy, psychological support, and social-emotional learning to promote positive self-esteem and well-being among students navigating the digital landscape. Overall, this study contributes to a better understanding of social networking dynamics and their implications for adolescent development and education. By addressing these issues, educators, parents, and policymakers can develop informed strategies to support students in cultivating a healthy relationship with social media while fostering their overall well-being and academic success.

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INTRODUCTION

In the digital age, the pervasive influence of social networking on junior high school students has become a focal point of academic interest and public concern. Adolescents globally are deeply engaged with various social media platforms, each offering unique spaces for communication, self-expression, and social interaction. Social media platforms have evolved from mere tools for connectivity to powerful agents shaping adolescents' perspectives, behaviors, and relationships. This evolution raises critical questions about how these virtual interactions influence students' self-perception, confidence, and overall well-being. As students navigate social media, their self-esteem becomes a crucial factor to consider.

Existing research presents divergent perspectives on social networking's impact on adolescents. Some studies highlight positive influences, such as enhanced communication, collaborative learning, and the development of digital literacy skills. For instance, Al-Maatouk (2020) found that social media use positively affects academic work and facilitates knowledge sharing. Similarly, Suryantari and Priyana (2018) demonstrated that platforms like Facebook and Instagram improve English language learning and encourage self-expression, aligning with Sustainable Development Goal (SDG) 4: Quality Education. Conversely, other studies raise concerns about the negative effects of extensive social networking. Machimbarrena et al. (2018) documented the prevalence of cyberbullying, affecting 30.27% of junior high school students. Additionally, Lyngdoh et al. (2019) associated excessive screen time with poor school performance, decreased social interaction, and lower physical activity levels, resonating with SDG 3: Good Health and Well-being.

This study aimed to bridge research gaps by providing a localized exploration of social networking's impact on self-esteem among junior high school students in Cordon, Isabela. The unique context of this region necessitates an understanding of specific dynamics that may differ from those in previous research, enabling educators, parents, and policymakers to adapt strategies to current student experiences. Generally, this study aimed to assess the extent of social networking and self-esteem among junior high school students in Cordon, Isabela, for the School Year 2023-2024. Specifically, it sought to answer the following questions: What is the extent of social networking usage by the respondents? What is the extent of self-esteem exhibited by the respondents? What is the relationship between social networking and self-esteem among the respondents?

The research employed a descriptive-correlational design to gather data from junior high school students in Cordon, Isabela. The sample comprised students from six public and two private schools, providing a comprehensive cross-section of the junior high school population. This study analyzed the prevalence and impact of social networking usage, focusing on its influence on students' daily lives, social dynamics, cognitive processes, and self-esteem. The goal is to elucidate the nuanced relationship between social networking and self-esteem, contributing to SDG 4 and SDG 3 by fostering a better understanding of the digital landscape navigated by these students.

METHODOLOGY

This study utilized a descriptive-correlational research design to assess the extent of social networking and self-esteem among junior high school students in Cordon, Isabela, for the School Year 2023-2024. Using Taro Yamane's Sample Size Calculator, a sample size of 359 students was determined from a population of 3529, ensuring a margin of error of 0.05. Data collection involved two key instruments: the Social Networking Usage Questionnaire and the Rosenberg Self-Esteem Scale.

Data analysis employed Mean and Standard Deviation to summarize social networking usage and self-esteem levels, while Pearson's correlation coefficient was used to examine the relationship between these variables. This approach provided a comprehensive understanding of the patterns and correlations within the data, effectively addressing the research objectives.

RESULTS AND DISCUSSION

The results from Table 1 indicate that junior high school students extensively utilize social networking sites for various purposes, with mean scores ranging from 2.51 to 4.30. Activities such as keeping in touch with relatives (mean = 3.96), engaging in collaborative learning (mean = 3.82), and seeking relief from academic stress (mean = 3.79) were reported as "often" occurring, suggesting a high level of engagement in these areas. Conversely, seeking job-related information (mean = 2.51) was less common, and categorized as "rarely." These findings emphasize the multifaceted nature of social media usage among students, highlighting its role in facilitating social interactions, academic engagement, and information sharing. Moreover, the alignment of these results with the study by Ostic et al. (2021) underscores the broader significance of understanding social media's impact on psychological well-being, particularly through the cultivation of social capital. By corroborating previous findings and providing insights into specific usage patterns, this study contributes to a deeper understanding of adolescents' digital behaviors and their implications for mental health and well-being, thereby informing interventions and policies aimed at promoting positive digital experiences and psychological outcomes among youth. The impact of social media on youth mental health is an area of significant concern, with issues such as cyberbullying, body image challenges, and technology addiction potentially reducing time spent on real-world activities (Newport Academy, 2022). Studies recognize the role of social media in public health intelligence, emphasizing its potential for improving surveillance and early event detection (World Health Organization, 2019). Intensive social media use in adolescents can contribute to social disconnection, a concern amplified by the COVID-19 pandemic (Statistique Canada, 2022). The subjective impact of social media is closely tied to individuals' moods and motivations, underscoring the complexity of its effects (HelpGuide.org, 2023). Social media addiction remains a prevalent issue, making it challenging for individuals to disconnect from their online lives (Australian Christian College, 2023).

Table 1. The Social Networking Usage by the Respondents

Statements	Mean	Qualitative Description
I use social networking sites to become more sociable.	3.74	Often
I use social networking sites to keep in touch with my relatives.	3.96	Often
I use social networking sites to seek help from my teachers.	3.38	Sometimes
I use social networking sites for getting job-related information.	2.51	Rarely
I use social networking sites to share new ideas.	3.43	Often
I use social networking sites to create my social identity.	3.32	Sometimes
I prefer using social networking sites to attending social gatherings.	3.06	Sometimes
I use social networking sites to get information regarding current social events.	3.89	Often
I use social networking sites for online academic group discussions.	3.82	Often
I use social networking sites for reading news.	3.67	Often
I use social networking sites for sharing pictures.	3.61	Often
I use social networking sites to do research work.	4.10	Often
I use social networking sites to learn about my curricular aspect.	3.59	Often
I communicate with my friends via social networking sites in preparation for exams.	3.65	Often
I use social networking sites to get relief from academic stress.	3.79	Often
I use social networking sites for watching movies.	4.30	Always
I use social networking sites for collaborative learning.	3.62	Often
I use social networking sites to solve my academic problems.	3.86	Often
I use social networking sites to look at funny sharing.	3.72	Often

Table 2 provides a nuanced analysis of self-esteem levels among respondents, revealing a complex view of their self-perceptions. The data shows a mixed portrayal of self-esteem, with some statements indicating positive self-evaluations. For instance, the statements "I take a positive attitude toward myself" (mean: 3.21) and "On the whole, I am satisfied with myself" (mean: 3.16) reflect generally favorable self-views among participants. However, lower mean scores for statements such as "I wish I could have more respect for myself" (mean: 2.19) and "At times I think I am no good at all" (mean: 2.39) suggest that negative self-assessments, while less prevalent, are still present. This disparity highlights the multifaceted nature of self-esteem, where individuals exhibit a blend of positive and negative self-perceptions influenced by a range of internal and external factors. The results align with prior research, such as Alessandri and Vecchione (2023), which supports the view of self-esteem as a dynamic construct shaped by various situational and individual factors. These findings underscore the importance of designing interventions that address the diverse self-perceptions individuals may hold and contribute to the broader discourse on self-esteem dynamics, offering insights into effective strategies for fostering a healthy self-concept

Table 2. The Self-esteem Exhibited by the Respondents

Statements	Mean	Qualitative Description
On the whole, I am satisfied with myself.	3.16	Agree
At times I think I am no good at all.	2.39	Disagree
I feel that I have a number of good qualities.	2.91	Agree
I am able to do things as well as most other people.	2.99	Agree
I feel I do not have much to be proud of.	2.47	Disagree
I certainly feel useless at times.	2.44	Disagree
I feel that I'm a person of worth, at least on an equal plane with others.	2.82	Agree
I wish I could have more respect for myself.	2.19	Disagree
All in all, I am inclined to feel that I am a failure.	2.48	Disagree
I take a positive attitude toward myself.	3.21	Agree

Table 3 provides insights into the relationship between social networking usage and self-esteem among respondents, elucidating the strength and significance of this association across various activities. The findings unveil a spectrum of correlations between social networking behaviors and dimensions of self-esteem. Notably, engaging in activities such as keeping in touch with relatives ($r2 = 0.12$, Sig. = 0.03), sharing pictures ($r2 = 0.17$, Sig. = 0.00), and collaborative learning ($r2 = 0.11$, Sig. = 0.04) demonstrates a significant positive correlation with favorable self-esteem indicators. Conversely, utilizing social networking platforms for seeking help from teachers ($r2 = 0.10$, Sig. = 0.07) and watching movies ($r2 = 0.11$, Sig. = 0.03) exhibits a positive yet less significant correlation. Noteworthy is the negative correlation observed with certain behaviors, such as using social networking for job-related information ($r2 = 0.15$, Sig. = 0.00), hinting at potential adverse effects on self-perception. These nuanced findings underscore the intricate interplay between social networking activities and self-esteem, necessitating careful interpretation. Moreover, these results resonate with prior research, particularly the study by Zheng et al. (2021), which underscored the multifaceted influence of social networking on psychological well-being, emphasizing the significant positive correlation between self-esteem and internet altruistic behavior, particularly among males, mediated by online social support. Moreover, research addresses privacy concerns, socioeconomic factors, and emerging trends in social media usage. Paramarta et al. (2018) reveal the impact of user awareness, trust, and privacy concerns on the willingness to share personal data. Bhandari and Bansal (2018) find socioeconomic factors influencing social media behavior, while Malik, Kaur, and Chaudhary (2021) analyze trends using a Trend Analyzer to showcase the comparative popularity of hashtags. Studies by Saqib and Zarine (2023) and Asamoah (2018) explore educational applications and regulatory measures for online safety. Further research by Sopian et al. (2021), Li, Sickles, and Williams (2020), and Babaran (2022) investigate learning motivation, peer interactions, and academic performance, respectively, contributing to a comprehensive understanding of social networking usage among junior high school students. Collectively, these studies highlight the profound influence of social media on students' social and cultural fabric, underscoring the need for informed strategies in education and policy (Department of Education, 2021; ResearchGate, 2021).

Table 3. Relationship Between Social Networking and Self-esteem Among the Respondent

Statements	On the whole, I am satisfied with myself.		At times I think I am no good at all.		I feel that I have a number of good qualities.		I am able to do things as well as most other people.		I feel I do not have much to be proud of.		I certainly feel useless at times.		I feel that I'm a person of worth, at least on an equal plane with others.		I wish I could have more respect for myself.		All in all, I am inclined to feel that I am a failure.		I take a positive attitude toward myself.	
	r^2	Sig.	r^2	Sig.	r^2	Sig.	r^2	Sig.	r^2	Sig.	r^2	Sig.	r^2	Sig.	r^2	Sig.	r^2	Sig.	r^2	Sig.
I use social networking sites to become more sociable.	0.10ns	0.05	0.00ns	0.97	0.06ns	0.26	0.10ns	0.07	0.09ns	0.09	0.09ns	0.10	0.02ns	0.72	0.05ns	0.32	0.04ns	0.42	0.07ns	0.17
I use social networking sites to keep in touch with my relatives.	0.03ns	0.59	0.12*	0.03	0.01ns	0.87	0.06ns	0.28	0.14*	0.01	0.08ns	0.11	0.04ns	0.49	0.06ns	0.24	0.06ns	0.24	0.06ns	0.26
I use social networking sites to seek help from my teachers.	0.02ns	0.74	0.02ns	0.72	0.01ns	0.83	0.08ns	0.13	0.10ns	0.07	0.08ns	0.13	0.02ns	0.70	0.01ns	0.78	0.05ns	0.32	0.05ns	0.31
I use social networking sites for getting job-related information.	0.01ns	0.82	0.02ns	0.71	0.01ns	0.89	0.08ns	0.12	0.15*	0.00	0.05ns	0.36	0.00ns	0.99	0.01ns	0.85	0.01ns	0.85	0.06ns	0.28
I use social networking sites to share new ideas.	0.03ns	0.56	0.03ns	0.54	0.03ns	0.54	0.05ns	0.35	0.16*	0.00	0.10ns	0.06	0.01ns	0.86	0.11*	0.04	0.07ns	0.18	0.10ns	0.07
I use social networking sites to create my social identity.	0.10ns	0.07	0.09ns	0.08	0.04ns	0.44	0.10ns	0.06	0.12*	0.02	0.09ns	0.07	0.05ns	0.38	0.13*	0.01	0.11*	0.04	0.12*	0.02
I prefer using social networking sites to attending social gatherings.	0.06ns	0.29	0.02ns	0.72	0.02ns	0.73	0.05ns	0.37	0.09ns	0.08	0.02ns	0.71	0.02ns	0.77	0.10ns	0.06	0.07ns	0.16	0.08ns	0.12
I use social networking sites to get information regarding current social events.	0.0ns	0.44	0.04ns	0.46	0.01ns	0.79	0.04ns	0.47	0.01ns	0.90	0.04ns	0.51	0.05ns	0.33	0.13*	0.01	0.00ns	1.00	0.05ns	0.38
I use social networking sites for online academic group discussions.	0.01ns	0.83	0.00ns	0.94	0.02ns	0.65	0.08ns	0.14	0.07ns	0.21	0.05ns	0.37	0.05ns	0.38	0.11*	0.04	0.04ns	0.44	0.09ns	0.10
I use social networking sites for reading news.	0.10ns	0.06	0.00ns	0.98	0.02ns	0.67	0.03ns	0.55	0.01ns	0.84	0.02ns	0.75	0.05ns	0.34	0.01ns	0.89	0.05ns	0.34	0.03ns	0.57
I use social networking sites for sharing pictures.	0.01ns	0.80	0.17*	0.00	0.06ns	0.22	0.00ns	0.94	0.15*	0.00	0.17*	0.00	0.04ns	0.43	0.18*	0.00	0.22*	0.00	0.07ns	0.21
I use social networking sites to do research work.	0.03ns	0.51	0.01ns	0.83	0.02ns	0.77	0.05ns	0.32	0.13*	0.02	-0.01ns	0.85	0.03ns	0.62	0.08ns	0.11	0.02ns	0.65	0.03ns	0.58
I use social networking sites to learn about my	0.03ns	0.61	0.07ns	0.19	0.04ns	0.41	0.06ns	0.22	0.14*	0.01	0.08ns	0.16	0.08ns	0.15	0.08ns	0.15	0.03ns	0.63	0.02ns	0.65

curricular aspect.																				
I communicate with my friends via social networking sites in preparation for exams.	0.02ns	0.69	0.15*	0.00	0.00ns	0.95	0.04ns	0.48	0.13*	0.01	0.11*	0.03	0.00ns	0.93	0.20*	0.00	0.07ns	0.17	0.01ns	0.80
I use social networking sites to get relief from academic stress.	0.00ns	0.94	0.10ns	0.07	0.01ns	0.81	0.03ns	0.53	0.07ns	0.16	0.10ns	0.05	0.07ns	0.20	0.22*	0.00	0.04ns	0.50	0.06ns	0.27
I use social networking sites for watching movies.	0.04ns	0.45	0.11*	0.03	0.05ns	0.35	0.02ns	0.74	0.01ns	0.89	0.13*	0.01	0.00ns	0.95	0.14*	0.01	0.06ns	0.28	0.03ns	0.62
I use social networking sites for collaborative learning.	0.11*	0.04	0.08ns	0.11	0.01ns	0.79	0.02ns	0.75	0.11*	0.03	0.11*	0.04	0.03ns	0.57	0.17*	0.00	0.11*	0.04	0.03ns	0.59
I use social networking sites to solve my academic problems.	0.01ns	0.86	0.07ns	0.17	0.05ns	0.38	0.05ns	0.39	0.06ns	0.23	0.07ns	0.19	0.13*	0.01	0.07	0.20	0.01ns	0.88	0.09ns	0.08
I use social networking sites to look at funny sharing.	0.09ns	0.08	0.12*	0.02	0.04ns	0.43	0.13*	0.01	0.11*	0.04	0.13*	0.01	0.08ns	0.14	0.12*	0.03	0.15*	0.00	0.05ns	0.33

CONCLUSION

The implications of this study are both profound and multifaceted. Firstly, the extensive use of social networking sites for various purposes, including social interaction and academic engagement, underscores their pivotal role in contemporary society. Recognizing these platforms as vital tools for communication, information dissemination, and collaborative learning is crucial for shaping educational strategies and professional practices. Aligning these strategies with the demands of the digital era ensures that educational and professional practices remain relevant and effective in a rapidly evolving technological landscape.

Secondly, the study reveals moderate levels of self-esteem among respondents, characterized by fluctuating feelings of confidence and insecurity. This highlights the necessity of understanding the intricate nature of self-perception among students. Such insights are essential for developing targeted interventions aimed at fostering a positive self-concept and enhancing mental well-being within educational settings. Effective interventions can help address the diverse self-perceptions and psychological needs of students, promoting overall mental health.

Thirdly, the study identifies significant correlations between social networking behaviors and various dimensions of self-esteem, illustrating the complex interplay between online activities and individual self-perception. Acknowledging these connections allows educators and mental health professionals to focus on promoting healthy online behaviors and creating supportive digital environments. Integrating digital literacy, psychological support, and social-emotional learning into educational practices can empower individuals to navigate the complexities of the digital age while supporting their personal growth and well-being. This holistic approach is vital for addressing the multifaceted challenges of modern life and fostering positive self-development

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